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ABSTRACT

Seniors participating in the National Longitudinal Study of the High School Class of 1972 (NLS) were surveyed in October 1973 and April 1974 as part of the first followup study. Subpopulations were classified according to sex; high school program (general, academic, or vocational); race (black, white, or Spanish American); ability; family socioeconomic status; and geographic region (northeast, north central, south, and west). The graduates were surveyed regarding current activities; marriage and family; mobility; aspirations; postsecondary educational experience; work experience; and relevancy of high school training and counseling. Sixty-eight percent of the academic program graduates were attending college, as opposed to 13% of the vocational, and 27% of the general program graduates. Racial and sex differences were also found. In October 1973, 64% of the graduates held jobs; eight percent were unemployed; and 16% were married. Sex, race, ability, and socioeconomic influences were noted. High socioeconomic status was also a predictor of mobility. Seventy-four percent expected to continue their education beyond high school; there were sex differences in choice of college major. High school counseling services were generally more helpful for college bound students. (Author/GDC)

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NLS First Follow-Up Report No. 1

A Capsule Description of the High School Class of 1972: The First Follow-Up Survey Data

S. S. Peng

G. H. Dunteman

A Report Prepared for
National Center for Education Statistics
under
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Preface

The National Longitudinal Study of the High School Class of 1972 (NLS), a project primarily supported by the National Center for Education Statistics (NCES), Office of the Assistant Secretary for Education in the Department of Health, Education, and Welfare (DHEW), is designed to provide statistics on a national sample of seniors of the class of 1972 as they move out of the American high school system into the critical years of early adulthood. Following an in-school survey conducted in the spring of 1972, the first of a series of periodic follow-up surveys began in late October 1973 and ended in April 1974. The data collected from these two surveys have been merged and processed. This report is one in a series designed to present some basic descriptive analyses for this group of seniors.

The central theme of this report is to present summative information about the young adults' work and education activities, self-perceptions and future plans, and relevancy of high school job training and counseling service to postsecondary school activities, as measured one and one-half years after leaving high school.

Many people have contributed generously to the base-year survey and the first follow-up survey. We wish to thank them all. We also wish to extend our sincere gratitude to the thousands of anonymous sample members who have participated in the NLS; without their cooperation this survey would not have been possible.

Elmer F. Collins, Chief
Statistical Analysis Branch

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Acting Administrator, NCES

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I. INTRODUCTION

In 1968 the National Center for Education Statistics (NCES) conducted a survey to determine the specific data needs of educational policymakers and researchers. Respondents to the survey expressed a need for data that would allow comparisons of student educational and vocational experiences with later outcomes. This finding provided the impetus for NCES to begin planning for the first of an intended series of National Longitudinal Studies.

In April 1970 a number of prominent educational researchers and administrators met with interested Federal officials in Washington, D. C. The National Longitudinal Study of the High School Class of 1972 (NLS) reflects their guidance and the interests and data needs of a number of United States Office of Education (USOE) agencies: the Office of Planning, Budgeting, and Evaluation; the Bureau of Postsecondary Education; the Bureau of Occupational and Adult Education; the Bureau of Programs for the Handicapped; as well as the National Center for Education Statistics. Four advisory committees provided guidance in the planning and implementation of the survey. One committee was composed of research experts and representatives of various educational organizations; two others were made up of officials of state education agencies; and the fourth, an internal USOE users committee, represented the data needs of the various offices and bureaus of the U. S. Department of Health, Education, and Welfare (DHEW).

The primary purpose of the NLS is to discover what happens to young people after they leave high school (measured by their subsequent educational and vocational activities, plans, aspirations, and attitudes) and to relate this information to their prior educational experiences and personal and biographical characteristics. Ultimately, the study will allow a better understanding of the development of students as they pass through the American educational system and of the complex factors associated with individual educational and career outcomes. Such information is essential as a basis for effective planning, implementation, and evaluation of Federal policies and programs designed to enhance educational

opportunity and achievement and to upgrade occupational attainments and career outcomes.

Following a rather extensive period of planning, which included the design and field test of survey instrumentation and procedures, the full-scale survey was initiated in the spring of 1972. A national probability sample of 18,143 seniors from 1,070 public, private, and church-affiliated high schools participated in the base-year survey.

The first follow-up data collection began in October 1973 and was completed in April 1974. In the sample of 23,020 young adults who were expected to participate, 92.8 percent completed the first follow-up instrument--60.9 percent by mail and 31.9 percent by personal interview. Participants were asked where they were in October 1973 and what they were doing in regard to work, education, and/or training. Similar information was requested for the same period in 1972 to facilitate tracing of progress since leaving high school and to define the factors that affect that progress.

Current planning calls for three more follow-up surveys in the National Longitudinal Study of the High School Class of 1972 over the next four to six years. The second follow-up survey was begun in October 1974 and was completed in April 1975. The potential uses for the information being gathered by these studies are legion; the broad data base and succession of observed effects will fill a widespread need on the part of educational researchers and administrators for information on the flow of young adults through the postsecondary occupational-educational system. It will provide insight for identifying and understanding the major branching or decision points that affect the educational and life patterns of individuals in the period following secondary school. Important linkages or path choices can be traced, estimates of the associated transition probabilities can be provided, and insight into the relative importance of the factors which determine or otherwise affect these transition probabilities can be obtained.

The base-year and the first follow-up survey data have been processed and partially analyzed. This report presents some descriptive information about the young adults' status, activities, and perceptions as measured in fall-winter 1973, one and one-half years after leaving high school.

II. METHOD

A. The Sample

The sample design may be described as a deeply stratified two-stage probability sample with schools as first-stage sampling units and students as second-stage units. The population consisted of all 1972 twelfth graders enrolled in all public, private, and church-affiliated high schools in the 50 states and the District of Columbia. The first-stage sampling frame was constructed from computerized school files maintained by USOE and by the National Catholic Education Association.

The school sampling frame was stratified into 600 final strata based on the following variables:

- Type of control (public or nonpublic);
- Geographic region (Northeast, North Central, South, and West);
- Grade 12 enrollment (less than 300; 300 to 599; and 600 or more);
- Proximity to institutions of higher learning;
- Percent minority group enrollment;
- Income level of the community; and
- Degree of urbanization.

In order to increase the number of disadvantaged students in the sample, schools located in low-income areas and schools with high proportions of minority group enrollments were sampled at approximately twice the sampling rate used for the remaining schools. Schools in the smallest grade 12 enrollment strata (less than 300 seniors) were selected with probabilities proportional to their estimated numbers of senior students and without replacement. Schools in the remaining strata were selected with equal probabilities and without replacement. Within each final stratum, four schools were selected initially and then two of the four were randomly selected and designated as the primary selections. The other two schools were retained as back-up or substitute selections and were used in the sample only if one or both of the primary schools did not cooperate or were ineligible. Samples of 18 students per school were selected and five additional students were selected as alternates. The students were sampled with equal probabilities and without replacement within schools.

The sample design involved 1,200 primary sample schools and 21,600 students (18 per school). Of the 1,200 primary sample schools, 949 participated in the base-year survey, 21 had no senior students enrolled, and 230 either refused to participate or could not participate due to the fact that the request was received too late in the school year. However, 121 back-up schools participated, which brought the total number of participating base-year schools to 1,070 with 19,444 respondents providing varying response rates for each of the data collection instruments.

Due to the large school nonresponse in the base-year survey, further attempts were made to secure participation of the 230 nonparticipant primary sample schools and replacements for the 21 schools that had no seniors. This "resurvey" activity, initiated by NCES prior to the first follow-up survey, involved securing school cooperation and selecting random samples of up to 18 former students (1972 seniors) per school. The "resurvey" activities were successful in 204 of the 230 primary sample schools; thus, students from 1,153 of the 1,200 primary sample schools were included in the first follow-up survey. Adding 131 back-up schools and 16 sample augmentation schools increased the total number of participating schools to 1,300. Respondents to the first follow-up survey provided 21,350 First Follow-Up Questionnaires.

B. First Follow-Up Questionnaires

Two forms (A and B) of a First Follow-Up Questionnaire were developed and designed for self-administration by the student. Form A was mailed to each sample member who responded to the base-year Student Questionnaire. Seniors from the high school class of 1972 who were unable to participate in the base-year survey (usually because of time and scheduling considerations) were mailed Form B of the questionnaire. Questions one through 85 were identical on both questionnaire forms. These questions dealt with information concerning the respondent's activity state (e.g., education, work, etc.) in October 1972 and October 1973; his or her parents' socioeconomic status; work and educational experiences since leaving high school; and future educational and career plans, aspirations,

and expectations. Form B of the First Follow-Up Questionnaire contained an additional 14 questions to supplement missing base-year information.

Most of the questions on the base-year Student Questionnaire and the First Follow-Up Questionnaire are of the forced-choice type. Open-ended, or free-response, questions were limited to questions involving dates, income, number of hours or weeks worked, and the like.

C. First Follow-Up Data Collection Procedures

The first step in data collection for the first follow-up survey involved an extensive tracing operation to update name and address files. The major mailout of 23,020 First Follow-Up Questionnaires to the last known addresses of potential respondents was made on 23-24 October 1973. This was followed by a planned sequence of reminder postcards, additional questionnaire mailings, and reminder mailgrams to nonrespondents. Active mail return efforts continued through December 1973; and by early February 1974, the questionnaire return rate by mail was 60.9 percent.

The names and addresses of those sample members who failed to mail back their questionnaires were turned over to the U. S. Bureau of the Census for personal interview in accordance with a Bureau arrangement with the U. S. Office of Education. This personal interview phase of first follow-up survey data collection continued until 7 April 1974, at which time the overall response rate was increased to 92.8 percent--21,350 respondents out of 23,020.

D. Data Processing and Analysis

Questionnaires returned by mail from sample members and interviewers were manually edited to ascertain that basic "key" questions were answered. Questionnaires which failed the manual edit procedures were routed to the telephone follow-up section where contact was made with the respondent to resolve problems uncovered in the manual edit. The manually edited questionnaires were then coded according to approved specification and entered into the data base. The data then underwent further machine

editing procedures, such as range checks, consistency checks, and routing checks. Many problems or errors were resolved by hard copy look-up, because the underlying logic of the editing process was to create a data file that was as faithful to the hard copy as possible.

The resulting data base was used to provide the information contained in this report, and it will also be the basis for several more in-depth analyses, the results of which will be reported in other publications in the NLS report series.

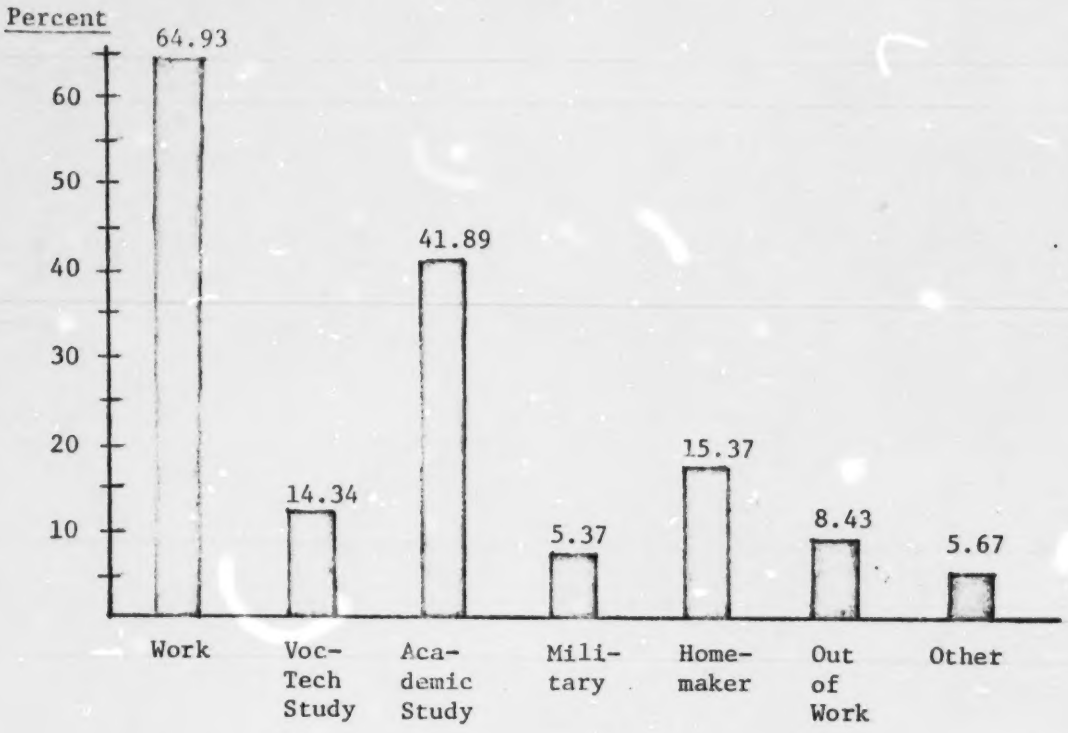
III. A CAPSULE DESCRIPTION OF THE HIGH SCHOOL CLASS OF 1972: THE FIRST FOLLOW-UP SURVEY DATA

This report uses six basic classification variables to present responses and findings in the NLS first follow-up survey. Used singularly and jointly to define basic subpopulations of interest to most researchers, the variables are sex, high school program (general, academic, vocational), race (black, white, Spanish American), ability (low, middle, high), family socioeconomic status (low, middle, high), and geographical region (Northeast, North Central, South, and West). Specification of these variables can be found in Appendix A.

The percentages presented in the report are weighted population estimates based upon a two-stage stratified probability sample. These percentages have standard errors associated with them, and the reader should refer to the standard error tables included in Appendix B when making any inferences concerning percentages or percentage differences.

A. Fall-Winter 1973 Activities

The sample members were asked: "What are you doing now?" Seven activity choices were listed for them to indicate which one(s) applied to them. Results indicate that 65 percent of the young adults were working for pay full-time or part-time; 42 percent were taking academic courses at a two- or four-year college; 15 percent were homemakers; 14 percent were enrolled in vocational-technical study; and 8 percent were out of work.



Activity States

The percentage distributions for various groups are presented in Table 1 and Table 2. They reveal some relationships between activity and the individual's background. As can be seen, more low SES young adults than high SES young adults, and more Spanish Americans than blacks, were working for pay. Ability was another factor relating to work activity. While about 72 percent of the low ability respondents were working for pay, only about 55 percent of the high ability group were working. Within the low ability and the middle ability categories, a greater percentage of whites than blacks were working, the difference being about 16 percent. As expected, graduates of vocational-technical high school programs were more likely to be engaged in work than those from academic programs. Most of these differences in work activity reflect the fact that more high ability, high SES young adults, and participants in high school academic programs go to college.

Table 1

PERCENTAGE OF THE SENIOR CLASS OF 1972 IN EACH OF THE CURRENT (FALL-WINTER 1973) ACTIVITY STATES*

Group	Activity						
	Work	Voc-Tech Study	Academic Study	Military Service	Home-maker	Out-of-Work	Other
Sex							
Male	67.83	15.19	44.02	9.43	1.71	8.28	5.25
Female	62.05	13.50	39.73	1.19	28.94	8.57	6.13
Race							
Black	58.14	16.15	34.54	8.58	16.82	15.36	5.93
White	65.55	14.14	43.24	5.01	15.08	7.47	5.54
Spanish American	68.31	13.87	32.26	5.02	19.13	12.04	8.32
Ability							
Low	71.92	13.89	16.87	6.88	20.28	12.56	5.92
Middle	67.97	16.60	39.31	4.92	16.22	8.08	6.17
High	55.02	12.11	70.71	3.65	8.38	4.73	5.10
SES							
Low	67.28	12.72	22.03	6.66	22.46	12.18	6.36
Middle	69.25	15.69	38.48	5.43	15.40	8.02	5.16
High	53.91	13.87	70.42	3.28	7.76	5.19	6.43
H. S. Program							
General	68.14	14.09	27.30	6.94	18.54	10.86	6.63
Academic	55.53	14.84	68.08	3.94	7.72	5.59	5.17
Voc-Tech	76.75	14.04	13.20	5.50	24.73	10.04	5.31
Region							
Northeast	63.44	13.71	45.68	4.78	11.13	7.53	4.84
North Central	68.04	14.88	40.27	5.01	15.44	7.64	5.29
South	64.38	12.92	38.56	5.76	18.58	8.38	5.47
West	62.87	16.72	44.23	6.22	16.46	11.21	7.92
Total	64.93	14.34	41.89	5.37	15.37	8.43	5.67

*Note: Percentages across each row do not sum up to 100 percent since categories are not mutually exclusive.

Table 2

PERCENTAGE OF THE SENIOR CLASS OF 1972 IN EACH OF THE CURRENT ACTIVITY STATES FOR RACE GROUPS CROSSED BY SEX AND BY ABILITY*

Group	Activity						
	Work	Voc-Tech Study	Academic Study	Military Service	Home-maker	Out-of-Work	Other
Race by Sex							
Black							
Male	61.86	14.50	31.74	16.46	1.84	13.25	2.94
Female	55.18	17.53	36.83	1.99	29.00	17.07	8.66
White							
Male	67.84	15.26	45.83	8.69	1.73	7.71	5.51
Female	63.20	12.97	40.54	1.17	28.60	7.19	5.60
Spanish American							
Male	73.91	15.61	35.45	9.91	2.06	10.89	5.58
Female	62.84	12.18	29.20	0.15	35.55	13.17	10.98
Race by Ability							
Black							
High	50.76	10.26	78.84	6.02	7.09	8.28	0.00
Middle	53.66	15.43	51.22	7.52	14.89	11.85	6.65
Low	59.65	17.89	23.79	10.36	19.44	16.74	5.16
White							
High	54.99	12.07	70.03	3.71	8.57	4.76	5.22
Middle	68.73	16.77	38.61	4.83	16.39	7.71	6.02
Low	76.32	12.90	14.05	6.21	20.60	11.03	5.51
Spanish American							
High	63.92	15.17	78.20	0.00	6.61	9.68	0.00
Middle	70.06	15.90	44.72	3.70	20.04	7.46	9.52
Low	70.13	14.78	23.97	5.22	19.76	13.16	9.61

*Note: Percentages across each row do not sum up to 100 percent since categories are not mutually exclusive.

No substantial work differences among regions are evident; the North Central region had a slightly higher percentage of workers.

The second most frequently indicated activity was taking academic courses at at a two- or four-year college. Males, whites, high ability members, high SES members, high school academic program participants, and members residing in the Northeast or West were more likely to be in academic study than their corresponding counterparts. Surprisingly, 13 percent of vocational-technical and 27 percent of general students were taking academic courses at two- or four-year colleges. The eventual outcomes of these students should be contrasted with high school academic program graduates taking academic courses at a two- or four-year college.

The difference between black females and white females, as regards college-going rates, was much smaller (3 percent) than the corresponding difference between black males and white males (14 percent). Note, however, that there were also more black females than black males in college, which differs from the overall ratio of males and females in college.

One of the most interesting findings is that, within each of the three ability levels, blacks have a significantly higher college attendance rate than whites (see Table 2). The same is true for Spanish Americans, although the difference in the middle level is not as great. These figures do not necessarily suggest equality of educational opportunity, since a significant percentage of blacks might be attending two-year institutions or small black universities with shortages of physical facilities and trained instructors. The overall college attendance rates for blacks as contrasted to whites is lower because of a higher concentration of blacks at the lower SES and ability levels; low ability students had a much lower college attendance rate.

The next most frequently indicated activity was homemaker. There was a strong relationship between both low ability and low SES and the probability of being a homemaker. As already noted, higher ability and higher SES females are more likely to attend college in lieu of marriage and homemaking.

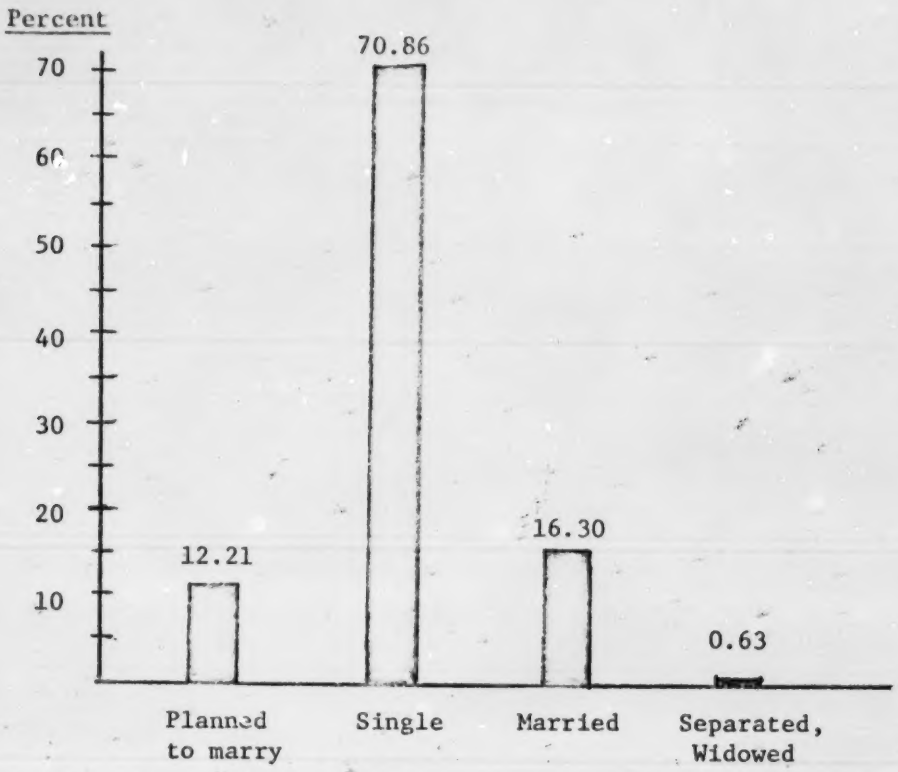
In addition, about 14 percent of the respondents were taking vocational or technical courses. There were not large group differences in this respect.

About 9 percent of the males were in the Armed Forces, as contrasted to about 1 percent of the females. Blacks, low SES, and low ability groups had a slightly greater probability of being in the Armed Forces as contrasted to whites, higher SES, and higher ability groups.

Approximately 8 percent of these former seniors a year and a half out of high school were on temporary layoff, looking for work, or waiting to report to work. Unemployment in the West was higher than in any of the other regions. Although there were no sex differences in this regard, there were large differences by ability, SES, and race. Thirteen percent of the low ability group, as contrasted to less than 5 percent of the high ability group, were unemployed. SES showed the same relationship, with over 12 percent of the low SES respondents unemployed and only 5 percent of the high SES respondents. Blacks had a 15 percent unemployment rate, while whites had a 7 percent unemployment rate. Some of these differences could be due to the fact that high ability, high SES, and white respondents were out of the labor market because they were more likely to be going to school. However, even controlling for ability (see Table 2), blacks had a higher probability than whites to be unemployed. These findings, in any case, are disturbing because virtually all of these sample members were high school graduates and should have developed the skills necessary for gainful employment.

B. Marriage and Family Planning

As of the first week of October 1973, 71 percent of the 1972 high school senior class were single and planned not to be married within 12 months, slightly over 16 percent were married, and 12 percent were single but planned to be married within 12 months.



Marital Status

Marital status is related to sex, ability, and race. As shown in Table 3, approximately 23 percent of the females and 10 percent of the males were married, a difference which is in agreement with past findings that females tend to get married at an earlier age than males. The percentages of married whites and married blacks were the same (16 percent) and somewhat smaller than the percentage of married Spanish Americans (23 percent). The married percentages were 24 percent, 17 percent, and 8 percent for the low, middle, and high ability groups, respectively. This trend was also true for SES groups, in that higher SES members had a lower probability of being married than lower SES members. With respect to regions, the percentage of married respondents was highest in the South (23 percent) and lowest in the Northeast (10 percent).

Table 3

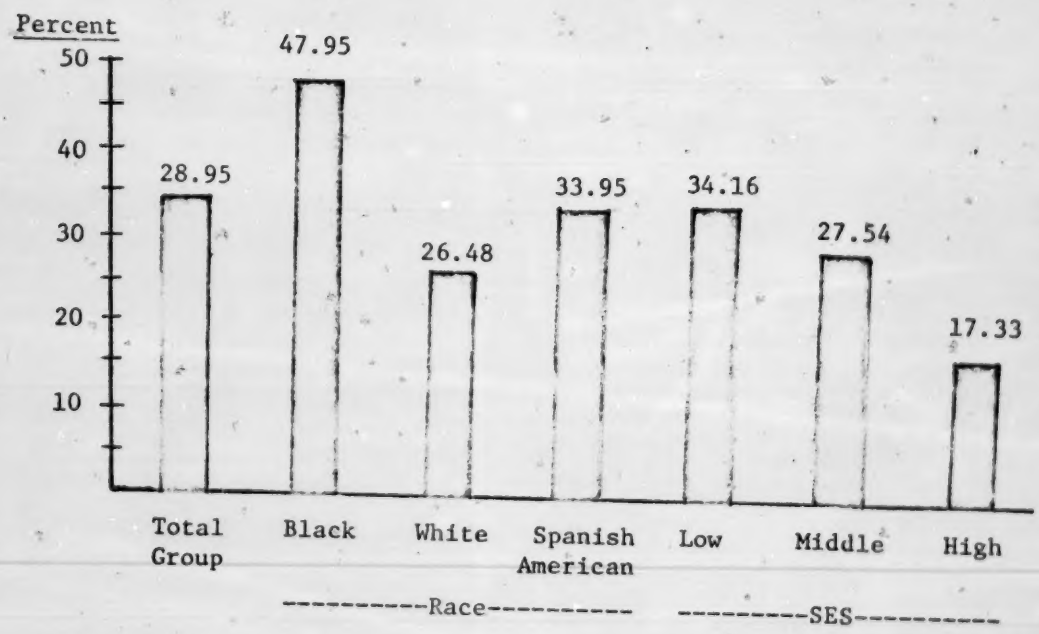
PERCENTAGE DISTRIBUTION OF RESPONDENTS

FOR MARITAL STATUS

Group	Planned to Wed	Single	Married	Separated, Widowed, etc.
Race				
Male	1094	79.0	9.63	.35
Female	13.47	62.91	22.72	.89
Race				
Black	15.70	67.84	15.81	.65
White	11.80	71.63	16.00	.56
Spanish American	12.97	62.95	23.28	.80
Ability				
Low	15.17	59.64	24.00	1.19
Middle	13.51	69.29	16.60	.60
High	8.19	83.54	7.96	.31
SES				
Low	15.11	59.65	24.22	1.02
Middle	12.65	70.23	16.53	.59
High	8.25	83.85	7.80	.30
High School Program				
General	13.68	64.73	20.65	.95
Academic	8.93	82.94	7.96	.16
Voc-Tech	16.07	57.31	25.58	1.04
Region				
Northeast	11.38	78.17	10.27	.18
North Central	11.95	72.09	15.35	.61
South	13.89	62.03	22.95	1.13
West	11.22	71.88	16.38	.52
Total	12.21	70.86	16.30	.63

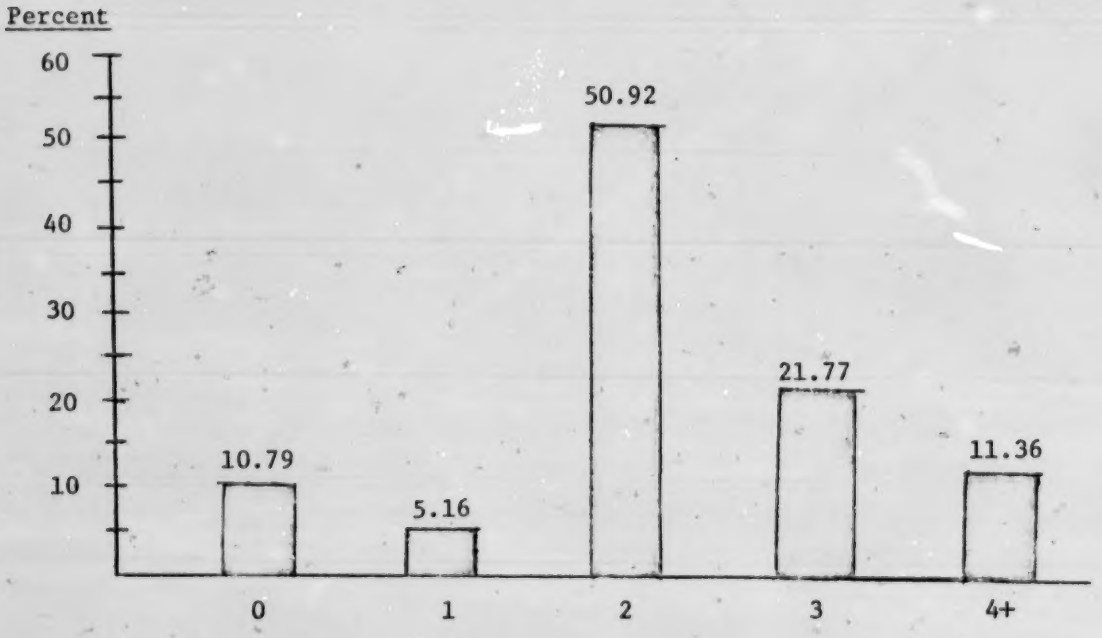
Among those married, about 29 percent indicated having children as of October 1973. Most of those (90 percent) had only one child. The percentage of those having children among married blacks was 48 percent as contrasted to 26 percent for married whites and 34 percent for married Spanish Americans. Married low SES respondents were more likely to have children than married higher SES respondents. For example, about 34 percent of married respondents with low SES backgrounds indicated having children, while only 17 percent of married high SES respondents indicated having children. The differences among SES groups in this repect were particularly evident among blacks. While about 52 percent of married low SES blacks had children, the corresponding percentage for married high SES blacks was only 31 percent. The differences among ability groups, high school program groups, and regions were less obvious.

Percentage of the Married Having Children



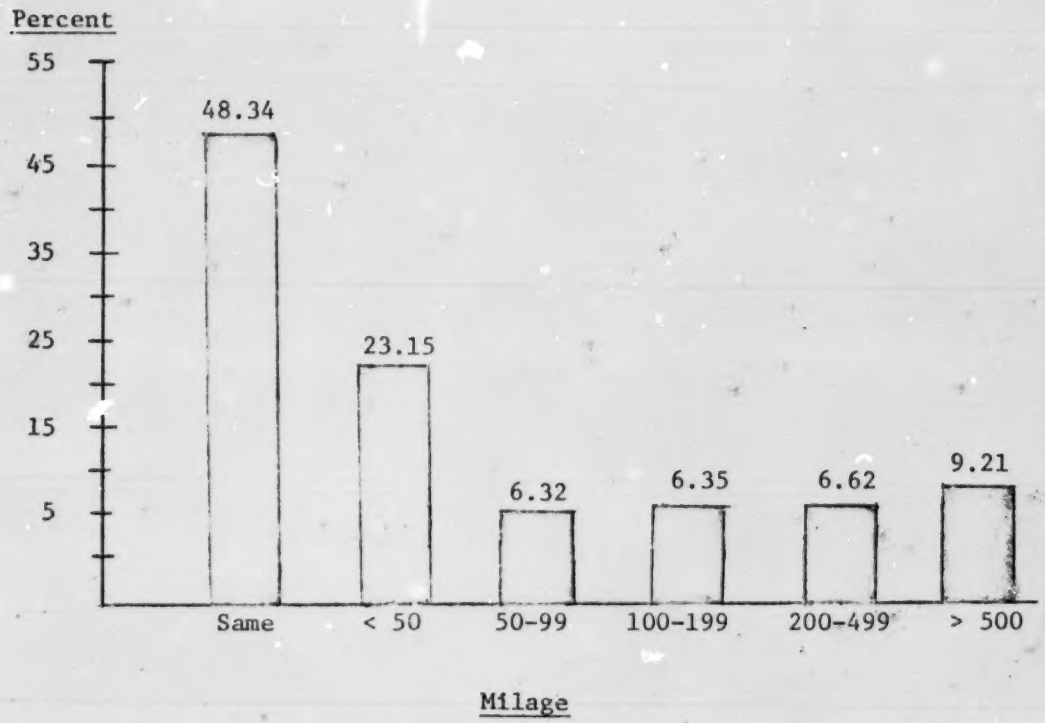
The sample members in the First Follow-Up Questionnaire were also asked how many children they eventually expected to have. The most frequently indicated answer was two children (51 percent). The next most frequent answer was three (22 percent). Slightly over 11 percent indicated four or more children. About 11 percent indicated they did not expect to have any children. This general distribution was consistent across subgroups. There were no substantial differences among SES, ability, and racial groups.

Number of Children Expected



C. Mobility

In response to the question: "How far is this (current residence) from the place where you lived as a senior in high school?", 48 percent of the total group indicated that they stayed at the same place, 23 percent moved to nearby places within 50 miles, and 9 percent moved more than 500 miles.



The proportion, however, differed across subgroups. As shown in Table 4, slightly more females than males moved to another place; however, mobile males tended to move further than mobile females. High ability and high SES groups were more mobile than others, which seems to be a function of differences in college attendance patterns. Low ability and low SES youths were very likely either not to move or to move less than 50 miles.

D. Aspirations and Plans

Educational Expectations. One question in the first follow-up survey concerned educational expectations: "As things stand now, how far in school do you think you actually will get?" Of those who responded to this question (93 percent of all respondents), 26 percent indicated that they expected to get a high school education only, and 40 percent indicated that they expected to obtain at least a college degree.

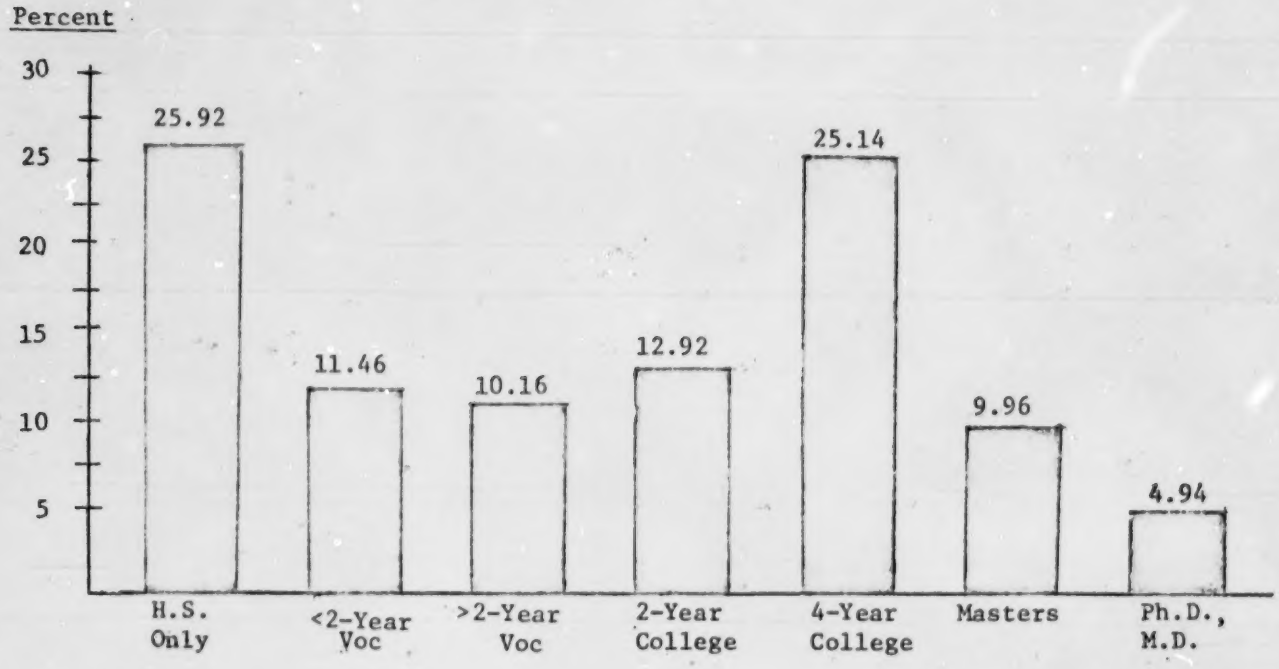
Table 4

PERCENTAGE DISTRIBUTION TO THE QUESTION:

HOW FAR IS PRESENT RESIDENCE FROM THE PLACE WHERE YOU LIVED AS A SENIOR IN HIGH SCHOOL?

Group	Milage					
	Same	<50	50-99	100-199	200-499	>500
Sex						
Male	50.95	18.84	6.11	6.23	6.83	11.03
Female	45.87	27.28	6.54	6.45	6.42	7.44
Race						
Black	49.85	25.25	4.36	4.12	5.22	11.21
White	47.84	22.76	6.72	6.86	6.81	9.01
Spanish American	57.18	23.79	4.54	2.97	4.58	6.95
Ability						
Low	55.13	26.64	3.85	3.12	3.13	8.13
Middle	50.35	24.14	5.66	5.32	5.91	8.63
High	40.00	17.29	9.86	10.71	11.22	10.92
SES						
Low	51.76	27.40	4.55	3.70	4.53	8.06
Middle	51.94	23.38	5.88	5.46	5.28	8.06
High	37.29	18.05	9.23	10.93	11.69	12.81
Region						
Northeast	54.13	20.37	5.73	5.11	7.16	7.50
North Central	46.48	24.07	7.24	7.78	5.67	8.76
South	46.05	23.27	6.62	6.96	7.53	9.58
West	46.34	25.70	5.21	4.88	5.90	11.97
Total	48.34	23.15	6.32	6.35	6.62	9.21

Educational Expectations



As shown in Table 5, educational expectations were strongly related in the expected manner to ability, SES, high school program, and sex. Former seniors who could be categorized as low ability, low SES, female, or in a vocational-technical program, had lower educational expectations than others.

It is interesting to note that about 17 percent of the low ability seniors still expected to get a college or higher degree, an expectation which could be unrealistic. In addition, another 41 percent had gone or expected to go to either a two-year college or a vocational-technical school.

Another interesting finding, shown in Table 6, is that although black males and white males did not differ substanially, black females had considerably higher expectations than white females in regard to postsecondary education at nearly every level. Controlling for ability,

Table 5

PERCENTAGE OF YOUNG ADULTS IN EACH EDUCATIONAL EXPECTATION CATEGORY

Group	Educational Expectation						
	H.S. Only	<2 yr. Voc.	>2 yr. Voc.	2 yr. Coll.	4 yr. Coll.	Masters	Ph.D.-M.D.
Sex							
Male	22.03	8.79	12.01	11.88	27.25	10.94	7.11
Female	29.74	14.06	8.36	12.99	23.01	9.01	2.83
Race							
Black	18.53	13.81	16.00	11.79	23.26	11.44	5.17
White	26.43	10.98	9.25	12.65	25.92	9.92	4.86
Spanish American	29.51	16.18	12.64	14.14	17.34	7.05	3.14
Ability							
Low	42.17	16.50	14.74	9.55	12.65	3.18	1.20
Middle	26.47	12.26	11.24	14.77	24.04	8.23	2.99
High	8.69	4.61	4.99	11.99	40.07	18.47	11.17
SES							
Low	40.38	15.13	11.78	10.38	15.43	5.15	1.74
Middle	27.26	12.34	11.07	13.96	22.86	8.61	3.89
High	7.70	5.61	6.58	11.63	40.10	17.82	10.56
H.S. Program							
General	34.46	14.48	11.60	13.62	18.26	5.49	2.08
Academic	8.60	5.67	7.12	12.00	39.76	17.45	9.40
Voc-Tech	45.73	17.71	13.74	11.54	8.09	2.37	0.81
Region							
Northeast	27.06	9.33	8.63	11.82	24.73	12.70	5.73
North Central	26.79	12.64	11.14	12.14	24.74	8.08	4.46
South	27.20	11.49	10.62	10.86	25.36	9.59	4.87
West	20.62	12.69	10.12	16.36	26.04	9.53	4.63
Total	25.92	11.46	10.16	12.42	25.14	9.96	4.94

Table 6

PERCENTAGE OF YOUNG ADULTS IN EACH EDUCATIONAL EXPECTATION CATEGORY FOR RACE GROUPS CROSSED BY SEX AND SES

Group	Educational Expectation						
	H.S. Only	<2 yr. Voc.	>2 yr. Voc.	2 yr. Coll.	4 yr. Coll.	Masters	Ph.D.-M.D.
Black							
Male	19.42	10.61	16.55	11.31	24.79	11.26	6.06
Female	17.91	16.10	15.60	12.13	22.12	11.60	4.53
White							
Male	21.91	8.38	11.17	12.07	28.26	11.05	7.16
Female	31.01	13.55	7.32	13.25	23.51	8.79	2.56
Spanish American							
Male	26.51	11.17	15.96	12.80	20.53	8.45	4.58
Female	32.39	20.98	9.45	15.42	14.29	5.70	1.76
Black							
Low SES	24.03	15.97	17.43	11.47	20.39	7.76	2.95
Middle SES	10.43	10.39	14.44	13.81	27.02	16.55	7.15
High SES	2.13	3.64	9.54	6.05	34.92	24.79	18.93
White							
Low SES	47.23	14.88	9.43	9.61	13.27	4.24	1.34
Middle SES	28.25	12.31	10.67	14.11	23.03	8.08	3.54
High SES	7.73	5.62	6.47	12.04	40.64	17.54	9.97
Spanish American							
Low SES	29.83	17.76	13.27	14.38	17.37	5.74	1.65
Middle SES	31.33	14.98	11.03	16.23	14.17	8.95	3.32
High SES	17.43	7.97	14.88	2.12	32.53	9.55	15.52

Table 6 (continued)

Group	Educational Expectation						
	H.S. Only	<2 yr. Voc.	>2 yr. Voc.	2 yr. Coll.	4 yr. Coll.	Masters	Ph.D.-M.D.
Black							
Low Ability	20.78	17.06	20.07	12.10	21.65	5.94	2.40
Middle Ability	10.69	9.25	9.86	12.26	30.42	17.39	10.13
High Ability	1.61	1.48	0.00	11.01	20.72	39.25	25.92
White							
Low Ability	49.56	16.41	12.72	8.95	9.79	2.11	0.46
Middle Ability	27.46	12.54	11.27	14.87	23.67	7.54	2.66
High Ability	9.17	4.67	5.11	12.26	40.23	17.96	10.61
Spanish American							
Low Ability	33.17	20.55	15.65	10.46	13.51	4.68	1.99
Middle Ability	19.55	11.75	9.71	18.83	28.70	9.18	2.28
High Ability	0.00	10.99	13.41	15.63	13.59	16.80	29.58

89 percent of middle ability blacks expected to go beyond high school as contrasted to 73 percent of middle ability whites. Over 27 percent of the middle ability blacks expected to get a Master's or Doctorate degree in comparison with about 10 percent of the middle ability whites. Contrasted to 50 percent of the low SES whites, 79 percent of the low SES blacks expected to go beyond high school.

Work expectations. Respondents were given a list of sixteen occupations and were asked to choose the one that came closest to what they expected to be doing at age thirty. The occupational categories were: Clerical, Craftsman, Farmer, Homemaker (only), Laborer, Manager or Administrator, Military, Operative, Professional I (accountant, artist, registered nurse, engineer, etc.), Professional II (clergyman, dentist, physician, lawyer, etc.), Proprietor or Owner, Protective Service, Sales, School Teacher, Service, and Technical. There were expected differences in occupational expectations according to ability. For instance, 21 percent of high ability and high SES participants expected to be in the Professional II occupations, as opposed to 3 percent of low ability.

The most frequently mentioned occupations by males were Professional I, Craftsman, Professional II, and Manager, with 20 percent, 17 percent, 15 percent, and 10 percent, respectively. In contrast, females expected to be Homemakers (25 percent), Professional I (22 percent), Clerical Workers (18 percent), and Teachers (10 percent). It is interesting to note that 27 percent of white females and 22 percent of Spanish American females expected to be engaged in homemaking to be their primary activity. SES and region are not included in Table 7 because the distributions for SES are almost identical to those for ability, and the regional differences are negligible.

Life goals. Sample members were asked: "How important is each of the following to you in your life?" Their answers could vary among "not important," "somewhat important," and "very important" for each of 11 statements. The percentages of sample members who gave a "very important" rating to each of the 11 statements are presented in Table 8. For the total group, the goal most frequently rated as "very important" was

Table 7

WORK EXPECTATIONS

Group	Occupations*																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	15	17
Sex																	
Male	1.40	16.69	3.35	.06	4.72	9.55	1.77	5.35	19.54	14.50	5.14	3.82	2.02	4.08	.37	7.09	.55
Female	18.25	.68	.91	25.47	.29	2.88	.23	.90	22.39	6.54	.83	.37	1.36	9.54	3.56	3.73	2.07
Race																	
Black	16.28	7.14	.76	6.44	2.20	5.93	1.91	3.51	22.35	9.94	2.19	1.03	1.50	6.17	3.29	8.19	1.16
White	9.23	8.59	2.23	13.70	2.43	6.26	.91	2.93	21.10	10.37	2.91	2.09	1.75	7.18	1.86	5.16	1.28
Spanish American	14.63	8.56	1.13	11.34	3.61	5.57	1.01	4.80	15.20	9.61	1.92	3.99	1.55	6.94	2.09	5.92	2.14
Ability																	
Low	13.71	13.44	2.49	17.37	5.22	5.21	1.00	5.62	11.97	2.81	2.76	2.30	1.86	4.02	3.10	5.73	1.39
Middle	11.04	8.89	2.10	13.70	1.95	6.64	.71	3.12	19.78	7.91	3.33	2.62	2.09	7.12	1.80	5.74	1.47
High	4.83	3.76	1.17	7.84	.63	6.53	1.49	.77	31.69	21.38	2.61	.95	.98	9.35	.84	4.30	.87
High School Program																	
General	9.32	11.22	2.74	16.07	3.92	6.05	.83	4.77	16.56	5.51	3.40	2.68	1.97	5.25	2.62	5.48	1.59
Academic	4.54	4.55	1.35	6.85	.70	7.29	1.17	1.10	30.20	19.02	2.59	1.73	1.36	10.71	.94	5.06	.85
Voc-Tech	20.47	12.24	2.67	19.71	3.69	4.39	.87	4.42	10.38	1.90	2.99	1.79	1.82	2.17	2.87	5.81	1.81
Total	9.94	8.58	2.11	12.93	2.47	6.17	.99	3.09	21.01	10.46	2.95	2.07	1.68	6.85	1.99	5.40	1.32

*Occupations

1-Clerical
2-Craftsman
3-Farmer
4-Homemaker Only
5-Laborer
6-Manager
7-Military
8-Operative
9-Professional I
10-Professional II
11-Proprietor
12-Protective Service
13-Sales
14-School Teacher
15-Service
16-Technical
17-Not Working

Table 8

PERCENTAGE OF YOUTHS GIVING "VERY IMPORTANT" RATINGS IN EACH LIFE GOAL ITEM

	Being successful in my line of work	Finding the right person to marry	Having lots of money	Having strong friendships	Being able to find steady work	Being a leader in my community	Giving my children better opportunities than I have had	Living close to parents and relatives	Getting away from this area of the country	Working to correct socioeconomic inequalities	Having leisure time to enjoy my own interests
Sex											
Male	81.91	83.75	16.47	74.18	75.44	10.50	60.60	7.10	9.17	17.51	56.60
Female	76.09	88.02	8.57	70.90	58.83	6.22	60.48	10.32	8.58	20.04	48.41
Race											
Black	87.61	82.73	24.27	50.91	83.88	17.52	87.69	9.81	12.43	34.68	48.03
White	77.68	86.39	10.95	75.55	64.85	6.99	56.51	8.07	8.42	16.43	53.52
	83.59	85.81	13.17	60.04	78.28	14.56	79.71	17.96	9.17	29.16	43.09
Ability											
Low	81.96	88.05	18.33	63.83	75.53	11.59	77.70	12.79	10.66	19.12	47.88
Middle	79.12	86.50	10.11	73.68	67.51	6.65	61.03	7.98	7.82	16.92	53.10
High	75.83	82.14	9.43	78.72	57.22	5.85	39.59	4.59	8.33	18.76	56.22
SES											
Low	79.08	87.00	14.21	65.89	71.70	10.67	73.85	10.55	9.05	20.64	46.47
Middle	78.69	86.62	12.19	73.16	67.72	7.57	60.99	8.90	8.65	17.48	52.72
High	79.32	83.53	10.86	78.43	60.48	7.39	45.20	6.35	8.96	19.43	58.06
Total	78.97	85.94	12.45	72.50	67.02	8.33	60.57	8.73	8.87	18.78	52.44

"finding the right person to marry." This was followed by "being successful in my line of work," "having strong friendships," and "being able to find steady work." Only about 12 percent of the total group considered "having lots of money" as very important.

Sex, race, ability, and SES all appeared to be related to life goals. In general, males were more work-oriented while females were more family-oriented, although the differences were not large. Race differences were generally prominent. Relatively more blacks than whites gave heavy emphasis to such goals as "having lots of money," "being able to find steady work," "giving my children better opportunities than I have had," and "working to correct socioeconomic inequalities." The differences among ability groups as well as SES groups were also quite noticeable. As shown in Table 8, a much larger percentage of lower ability members compared to higher ability members rated "being successful," "having lots of money," and "giving my children better opportunities" as very important.

It should be noted that while these ratings are interesting in themselves, they will be more interesting when they are analyzed across years and related to various work and educational experiences. Changes in life goals and the relationship of these changes to work and educational experiences are presented in another report in the National Longitudinal Study series.

E. Postsecondary Education Experience

As discussed previously in Section A, about 64 percent of the total group reported some sort of postsecondary education since leaving high school. Major factors relating to participation in postsecondary education appeared to be ability, SES, and high school program.

Examination of the types of schools students attended in October 1973 revealed several interesting phenomena. As shown in Table 9, of those who were enrolled in October 1973, about 59 percent were in four-year colleges or universities, and approximately 28 percent were in two-year colleges. While males and females were similar in distribution across types of schools, race differences were evident. About 60 percent of white and 37 percent of black students were in four-year colleges or

universities, as contrasted to 40 percent of Spanish Americans. Spanish Americans had the highest percentage among the three racial groups in two-year colleges (47 percent versus 25 percent of blacks and 27 percent of whites). Ability, SES, and type of high school program related to the type of school in the expected manner. The West had a large percentage of students in two-year colleges (about 47 percent as compared to about 24 percent for the rest of the country).

Seventy-five percent of the students were in public institutions and 25 percent were in private institutions. Slightly more females, whites, high ability, and high SES students were in private institutions.

Of those who were enrolled in October 1973, about 89 percent were studying full-time. Although there were no substantial sex or racial differences, more high ability students were studying full-time, (94 percent) as contrasted to 77 percent for low ability students. Likewise, more high SES students were studying full-time than low SES students. Part of these ability and SES differences could be related to the fact that more high ability and high SES students are in four-year colleges, and students attending four-year colleges are more likely to be full-time students (see Table 9).

The students in October 1973 were further classified according to their fields of study. In the academic fields, many of the traditional differences between males and females appeared. Males were more likely to be in business, engineering, and physical sciences while females were more likely to be in education, humanities and fine arts, home economics, and nursing. There also were race differences with whites somewhat more likely to be in engineering, the humanities, and fine arts than blacks and Spanish Americans. High ability and high SES members were more likely to be in the biological sciences, humanities and fine arts, engineering, social sciences, and physical sciences.

In the vocational areas, similar sex differences occurred. For example, about 11 percent of male students were studying mechanics and engineering as contrasted to only 0.2 percent of females in these fields. On the other hand, about 9 percent of the females were in the office and clerical fields as contrasted to only 1 percent of the males.

Table 9

PERCENTAGE OF STUDENTS IN EACH TYPE OF SCHOOL IN OCTOBER 1973

	Type of School				Type of Control		
	Voc-Tech	2-Yr. College	4-Yr. College	Other	Public	Private	Full-Time
Sex							
Male	10.50	28.49	58.51	2.50	76.70	23.30	89.23
Female	11.77	27.03	58.56	2.64	74.05	25.95	88.72
Race							
Black	15.49	25.06	56.90	2.55	76.92	23.08	88.02
White	10.72	27.10	59.62	2.56	75.16	24.84	89.31
Spanish American	11.43	47.02	39.47	2.08	87.07	12.93	84.08
Ability							
Low	25.24	40.70	30.83	3.23	83.30	16.70	77.09
Middle	14.27	34.41	49.18	2.14	78.61	21.39	86.79
High	5.14	17.03	75.20	2.63	71.24	28.76	94.20
SES							
Low	19.90	31.21	45.40	3.50	81.20	18.80	85.28
Middle	13.27	32.19	51.94	2.60	77.87	22.13	87.23
High	4.85	21.12	71.90	2.14	70.02	29.98	92.62
H.S. Program							
General	16.29	37.86	43.17	2.68	81.95	18.05	83.37
Academic	6.55	22.24	69.05	2.16	72.16	27.84	93.12
Voc-tech.	28.97	41.68	24.36	4.99	82.43	17.57	74.34
Region							
Northeast	11.06	22.86	62.88	3.21	62.50	37.50	90.71
North Central	13.44	22.27	61.44	2.84	76.86	23.14	88.11
South	11.30	26.59	60.23	1.89	80.62	19.38	89.98
West	7.05	46.57	44.28	2.11	86.57	13.43	85.88
Total	11.09	27.81	58.53	2.57	75.46	24.54	88.94

When the students were asked how satisfied they were with their education and training since leaving high school, most of them replied that they were "satisfied" or "very satisfied" in regard to the following aspects:

Intellectual development	82%
Development of work skills	76%
Quality of teachers	73%
Social life	68%

The students were somewhat less satisfied with the amount of money they had with which to get along. In this case, about 58 percent of the students indicated "satisfied," or "very satisfied." The degree of satisfaction with education or training was similar across subgroups, with only a small range of fluctuations.

The sample members who did not continue their education after high school were asked to give reasons from a checklist. Several frequently cited reasons were related to economic factors:

Wanted to earn money for myself	68%
Could not afford a four-year college education	34%
Needed to earn money before I could pay for further education	33%

Wanting to earn money for oneself probably does not reflect actual financial need beacuse the percentage of students from both high and low SES backgrounds who gave this reason were identical (about 67 percent). However, group differences were evident in respect to financial capability. About 40 percent of the non-school-going low SES members indicated they could not afford a college education as contrasted to 30 percent of the high SES group members. While about 45 percent of blacks indicated being unable to afford college education, only about 32 percent of the whites so indicated. Other frequently cited reasons were:

Wanted practical experience before going to school	33%
Offered a job I wanted	37%
Planned to be married	37%
My plans did not require more education	44%

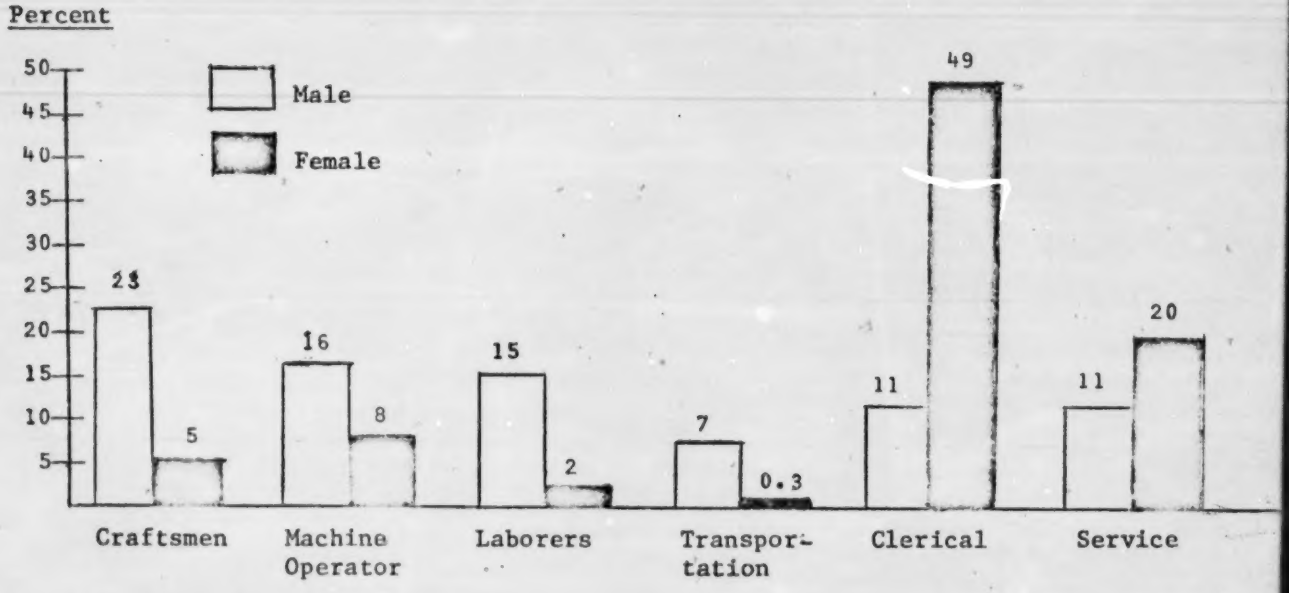
Surprisingly, only a small percentage of non-school-going members cited poor high school grades or test scores (11 percent) or lack of school within commuting distance (3 percent).

F. Work Experience

Of the total group, 64 percent indicated they held a job of some kind during the first week of October 1973. The percentage of working males was 67 in contrast to 61 percent for females. Blacks had a lower percentage than whites (57 percent versus 65 percent). Also, as discussed earlier in Section A, work status was related to ability, SES, and the type of high school program in which the young adult had participated.

Sex differences, as expected, were obvious in the type of work. The following areas illustrate the differences:

Type of Work



Ability and SES were also related to type of work. For example, the percentage of low ability members working as machine operators was about 19 as contrasted to 7 percent for high ability members; and the percentage of low ability members working as laborers was 11 percent as compared to 7 percent for high ability members. High ability members were more likely to be salesmen, technicians, and managers. SES groupings indicated differences similar to ability groupings. These differences, of course, can be anticipated to become larger over time when those going to college but currently not working enter the labor force. SES groupings indicated differences similar to ability groupings.

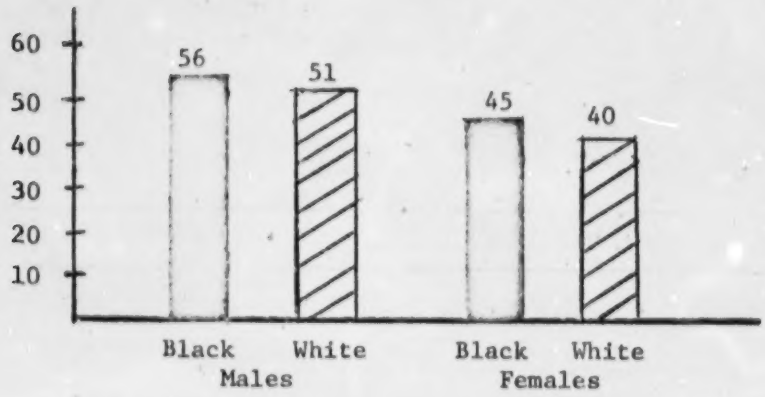
Most working young adults were satisfied with their jobs in respect to pay and fringe benefits, importance and challenge, working conditions, security and permanence, and their jobs as a whole. They were somewhat less satisfied with the opportunity for developing new skills and the opportunity for promotion. Group differences were not large except for importance and challenge, promotion, and the development of new skills, for which high ability members expressed less satisfaction than low ability members.

Percentages of Workers Satisfied With --	
Working conditions	80%
Job as a whole	78%
Security and permanence	73%
Pay and fringe benefits	69%
Importance and challenge	68%
Developing new skills	64%
Opportunity for promotion	58%

When asked whether they expected to be working at the same kind of job or occupation in October 1974, about 44 percent of working young adults indicated "No". The figures were somewhat higher for blacks. About 56 percent of black males and 51 percent of black females expected to change jobs as contrasted to 45 percent of white males and 40 percent of white females. Although there was no relationship between ability

and job expectations, a greater percentage of young adults who had been in academic high school programs expected to change jobs, possibly due to the fact that more of them were in college and were working part-time to subsidize their educational expenses.

Percentages Planning to Change Jobs by October '74



About 48 percent of young working adults also expected to change employers in the following year. Again, a greater percentage of blacks expected to be working for different employers than whites. High ability and high SES members were also more likely to change than low ability and low SES members.

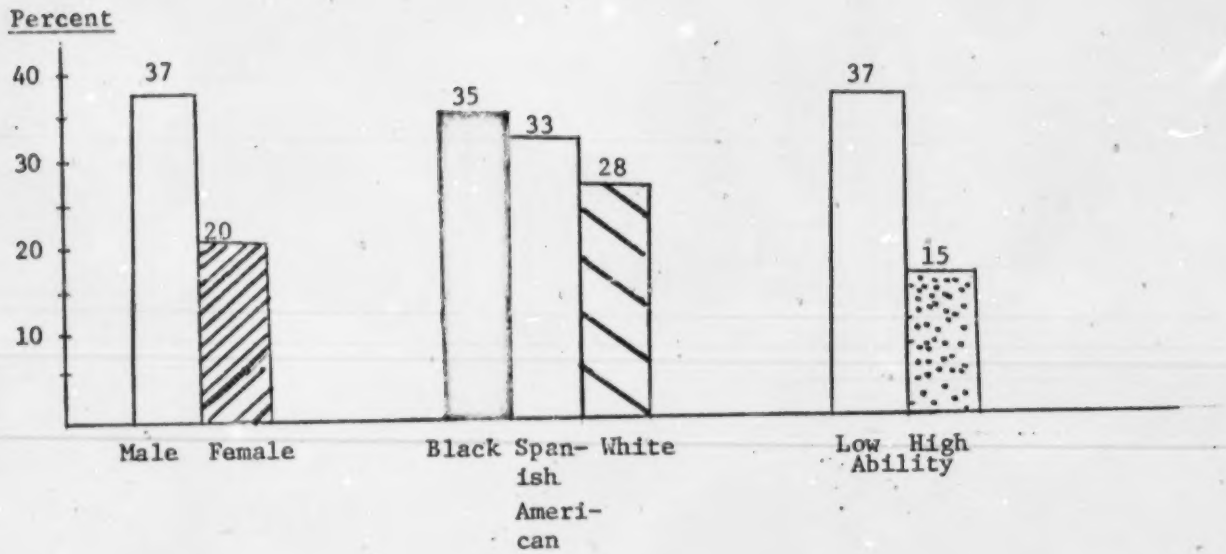
Respondents who did not work were given a list of reasons for not working and were asked to choose the reasons that applied to them. Several of those most frequently indicated reasons are listed below:

	Percentages		
	Total	Blacks	Whites
Did not want to work	31	13	33
Lack of required work experience	9	20	8
Job available offered little opportunity for career development	10	14	9
Not enough job openings available	20	32	18

G. Relevance of High School Job Training and Counseling Services

Job training in high school. About 29 percent of the total group indicated that they received specialized job training intended to prepare them for immediate employment upon leaving high school. The percentages differed among sex, race, and ability groups. The differences no doubt reflect differences in curriculum which prepare some students for college in lieu of job training.

Percentages That Received Specialized Training



Of those students who received specialized job training in high school, 60 percent indicated that they had worked in a job where the training was useful, about 24 percent indicated that they had not used the training, and the remaining 16 percent indicated that they never looked for work where their training could be used. Some group differences were evident:

Percentages Using High School Training In Jobs

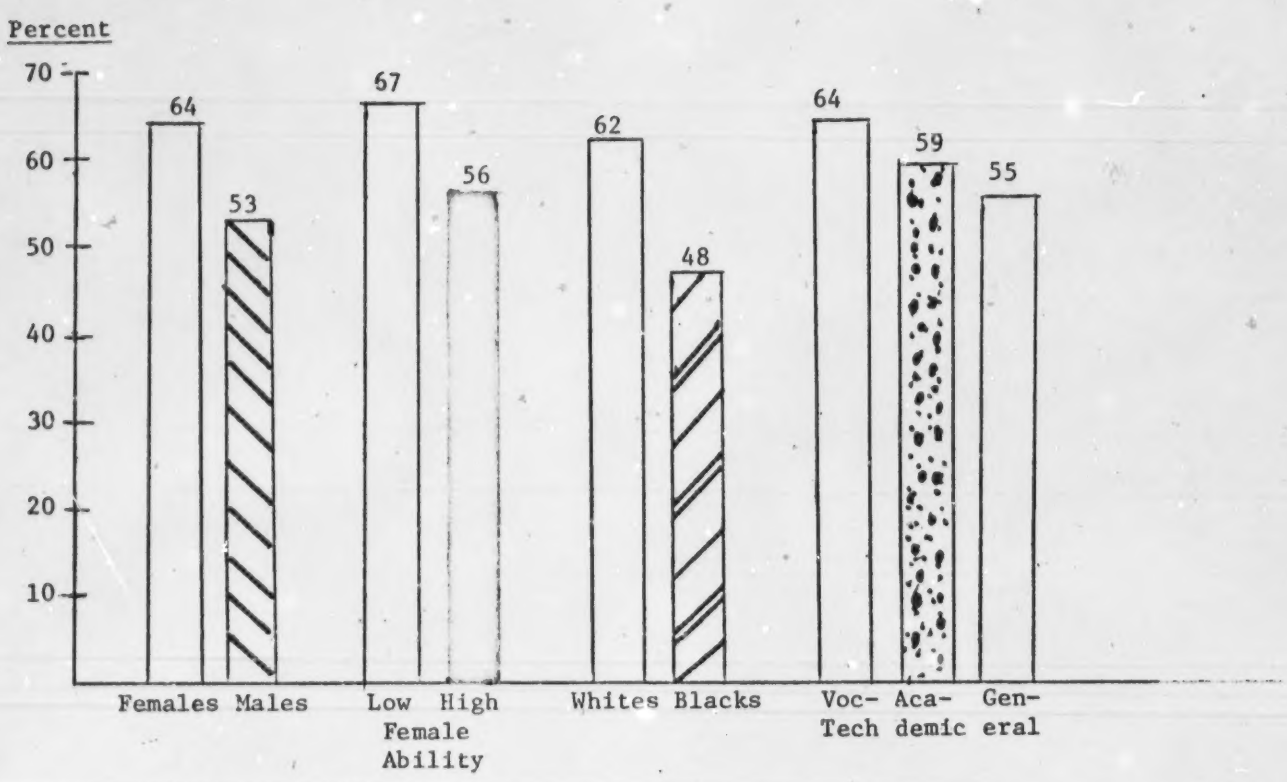


Table 10 indicates that of those respondents who found jobs in which they they could expect to use their high school training, most were favorable their reported reactions to this training. For example, 71 percent of those young people indicated that they had been able to apply almost everything they learned in their high school job training; 87 percent said that they had been able to apply the basic principles of their training although some things were different; only 32 percent claimed that their training was different from the way it was done on the job; and only 32 percent reported that they could have gotten their job without the training. Furthermore, when asked if they considered the training a wise choice, 87 percent of those who received training felt that it was. Group differences were not substantial

Table 10

PERCENTAGE OF SAMPLE MEMBERS INDICATING "APPLIES TO ME"
IN AREAS RELATING TO HIGH SCHOOL JOB TRAINING

	Ability			Total
	Low	Middle	High	
Apply almost everything I learned	73	71	67	71
Apply the basic principles of my training	83	89	85	87
Would like more experience before working	46	36	41	42
Training different from the way it is done on the job	36	31	23	32
High School training useful in on-the-job training programs	63	61	53	61
Trained with tools or equipment that are not used in my job	20	20	16	20
Could have gotten my job without the training	36	31	32	32
Coursework associated with my training which was not helpful	20	17	18	19
Like more information about what was expected in the job	38	30	31	34
Like other types of experience to be included	31	22	18	26
Consider myself doing as well as others with similar training	85	86	89	87

High school's counseling services. Survey participants were asked to rate the helpfulness of their high school counseling services in several areas. The overall percentage for each of the rating categories across all areas is presented in Table 11. A substantial percentage of the sample members indicated either that the services were not available or the services were available but not consulted. The services were most helpful in counseling students about college. They were least helpful in placing students in a job.

As shown in Tables 12 and 13, ratings on counseling services were related to the student's ability and race. A greater percentage of minority students consulted the services as compared to white students. Low ability members also consulted the services; minority members as well as low ability members gave more favorable ratings to their high school's counseling services than whites and high ability members.

Table 11

HOW HELPFUL WERE HIGH SCHOOL'S COUNSELING SERVICES

Area	Percentage Distribution				
	Not Available	Not Consulted	Very Helpful	Helpful	Not Helpful
Learning how my interests and activity fit with different jobs	10.85	28.55	9.31	26.53	24.75
Finding where to train for the job I wanted	8.91	31.67	10.98	24.74	23.70
Placing me in a job	15.92	40.48	4.84	7.37	31.38
Finding out schools I am qualified for	4.78	30.09	14.35	28.88	21.91
Finding out about costs and how to obtain financial aids	4.21	35.86	13.16	25.54	21.24
Obtaining financial aids to go to college	6.62	44.91	7.42	14.07	26.99
Recommending fields of work	8.42	34.96	8.99	22.38	25.25

Table 12

PERCENTAGE OF MEMBERS IN EACH RACE GROUP WHO INDICATED THE AVAILABILITY, USE, AND HELPFULNESS OF HIGH SCHOOL COUNSELING SERVICES

Area	Black			White			Hispanic		
	NA	NC	Help.	NA	NC	Help.	NA	NC	Help.
Learning how my interests and activity fit with different jobs	11.95	20.38	47.30	10.68	29.49	34.19	10.88	27.19	41.76
Finding where to train for the job I wanted	10.97	20.33	44.54	8.52	32.95	34.48	11.39	29.44	38.89
Placing me in a job	16.03	24.13	22.96	15.85	42.71	10.50	17.77	32.74	19.66
Finding out schools I am qualified for	7.64	20.93	49.32	4.44	30.95	42.61	5.70	30.02	45.48
Finding out about costs and how to obtain financial aids	6.46	21.97	48.08	3.91	37.46	37.79	5.53	32.39	40.08
Obtaining financial aids to go to college	8.27	26.04	34.74	6.42	47.26	19.62	6.31	36.45	32.63
Recommending fields of work	10.42	19.06	42.02	8.23	36.79	30.04	8.36	29.18	37.32

Note: NA - Not Available
NC - Available but not consulted
Help. - Helpful or Very Helpful

Table 13

PERCENTAGE OF MEMBERS IN EACH ABILITY GROUP WHO INDICATED THE AVAILABILITY, USE, AND HELPFULNESS OF HIGH SCHOOL COUNSELING SERVICES

Area	Low			Middle			High		
	NA	NC	Help.	NA	NC	Help.	NA	NC	Help.
Learning how my interests and activity fit with different jobs	10.26	24.14	46.76	9.94	29.04	34.60	11.37	31.18	27.86
Finding where to train for the job I wanted	10.32	25.03	42.87	7.88	31.98	35.03	7.48	37.76	29.54
Placing me in a job	14.89	29.27	20.43	14.93	40.64	11.07	16.86	52.28	5.39
Finding out schools I am qualified for	6.26	33.76	38.08	3.93	31.48	43.17	3.03	23.40	49.46
Finding out about costs and how to obtain financial aids	5.99	37.35	33.33	3.48	37.36	37.85	2.07	31.38	46.50
Obtaining financial aids to go to college	8.51	41.62	21.59	6.06	46.97	19.83	4.45	44.51	24.37
Recommending fields of work	8.82	30.32	36.67	7.25	35.46	31.97	8.54	37.96	26.62

Note: NA - Not Available
NC - Available but not consulted
Help. - Helpful or Very Helpful

100% - %NA - %NC - %Help. = %(Not Helpful)

IV. SOME HIGHLIGHTS

The following highlights are abstracted from the previous section:

- Thirteen percent of high school vocational-technical and 27 percent of high school general program students were taking academic courses at a two- or four-year college, in contrast to 68 percent of those who had been enrolled in a college preparatory curriculum.

- There were race and sex differences in college attendance rates. The difference between black females and white females in college attendance rates was much smaller than the corresponding difference between black males and white males.

- While blacks had lower college attendance rates overall within each of three ability levels, blacks had significantly higher college attendance rates than whites.

- Sixty-four percent of the class held a job during the first week of October 1973. Larger percentages of females and blacks were working in comparison to males and whites, respectively.

- Eight percent of the sample members were out of work. The unemployment rate was greater for the low ability students, the low SES group, and blacks. Blacks had a 15 percent unemployment rate while whites had a 7 percent unemployment rate.

- Sixteen percent of the 1972 high school class were married by October 1973. The percentage of married low ability students was three times as great as that of high ability students.

- Among married young adults, 29 percent had children, with the majority having one child. More married blacks (48 percent) had children, as contrasted to 26 percent of married whites and 34 percent of married Spanish Americans.

- Migration mobility of the 1972 high school seniors was related to SES. The high SES students tended to be more mobile.

- Seventy-four percent of the 1972 high school seniors expected to continue their education beyond high school. Blacks had higher postsecondary education expectations than whites. Approximately 89 percent of middle ability blacks expected to continue their education beyond high school as contrasted to 73 percent of middle ability whites.

- Seventeen percent of the low ability high school seniors expected to earn at least a college degree.

- Life goals differed among males and females, but not greatly. Males were somewhat more work-oriented than females. Minority groups, low SES members, and low ability members placed greater importance than others on having a stable job, having lots of money, and giving their children better opportunities.

- About 64 percent of the total 1972 high school class reported some sort of postsecondary education since leaving high school. Of those young adults who were were enrolled in October 1973, about 59 percent were in four-year colleges, and approximately 28 percent were in two-year colleges. About 75 percent of the students were in public institutions, and about 89 percent were full-time.

- Financial condition was an important reason for not continuing education, especially among the low SES and minority groups.

- Males were considerably more likely to be majoring in business, engineering, and physical sciences, while females were considerably more likely to be majoring in education, humanities and fine arts, home economics, and nursing.

- Postsecondary students were for the most part "satisfied" or "very satisfied" with their education or training in regard to intellectual development (82 percent), development of work skills (76 percent), quality of teachers (73 percent). Only 58 percent were satisfied with the amount of money that they had to get along with in school.

- Among those who received specific job training in high school, about 60 percent were currently working in a job where they expected their training to be useful. Among these, 71 percent indicated that they applied the basic principles of their training, and 87 percent felt that the selection of their training was a wise choice.

- Thinking back to their high school counseling services, a substantial percentage of students indicated they did not consult the services. The services were generally rated more helpful in assisting college-going students than in placing students in a job.

Appendix A

SPECIFICATION OF CLASSIFICATION VARIABLES

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There are six basic classification variables used in this report. They are sex, high school program, race, ability, socio-economic status, and geographical region. Sex has, of course, two categories--males and females. There were 10,464 males, 10,842 females, and 44 respondents who could not be classified in respect to sex. High school program was defined by three levels--general, academic, and occupational-vocational. The levels contained 7,492, 8,511, and 5,148 respondents, respectively. There were 199 respondents who were unclassifiable in respect to high school program. Three racial-ethnic groups were included: white, black, and Spanish American. These groups had 15,272, 2,739, and 852 respondents, respectively. Other racial-ethnic groups were not included because of the small number in the sample. Spanish American included Mexican-American, Puerto Rican, and other Latin American. There were 1,510 respondents who were unclassifiable in respect to race in the sample.

There were 14,882 first follow-up respondents who took an ability test developed by the Educational Testing Service in the spring of their senior year (1972) in high school. This ability test consisted of six standardized subtests for which separate scores were available. The subtests were: Vocabulary, Picture Number (measure of associative ability), Reading, Letter Groups (measure of inductive reasoning), Mathematics, and Mosaic Comparisons (measure of perceptual speed and accuracy).

These six subtests were intercorrelated and the resultant intercorrelation matrix was factor analyzed and the factors rotated to a varimax criterion. The factor analysis supported the forming of a composite score measuring general ability by forming an equally weighted linear composite of Vocabulary, Reading, Letter Groups, and Mathematics. This composite score was then divided into three categories: lower quartile, middle two quartiles, and upper quartile. The cutting points defining the lower and upper quartiles were based upon the ability distribution

estimated using sample weights. This means that the test points were based upon the estimated population distribution of ability among 1972 high school seniors rather than the unweighted sample distribution. Accordingly, it would not be expected that 25 percent of the sample members should fall into the lower and upper quartiles, since low socioeconomic students were oversampled in this study. The number of respondents in the three categories were: lower quartile (4,392), middle two quartiles (6,600), and upper quartile (3,890). There were 6,468 respondents to the First Follow-Up Questionnaire who did not have aptitude scores available. These were mainly respondents who did not participate in the base-year survey.

The socioeconomic status index (SES) was based upon a composite score composed of five components: father's education, mother's education, parents' income, father's occupation, and a household items index. The overall procedure for constructing the composite SES index was rather complex and is summarized below. The First Follow-Up Questionnaire was checked first to see if the SES components were available. If the components were missing, the base-year Student Questionnaire was checked for availability of base-year information. Census Bureau occupational codes reflecting father's occupation were mapped into Duncan Socioeconomic Index scores which reflect the prestige of the occupation and are defined on a continuum. The household items index was the average of standardized scores on ten binary variables (e.g., presence or absence of tape recorder, two cars that run, typewriter, etc.). Most respondents who attempted the item answered all ten components; however, in order to utilize as much information as possible, an average was allowed for those respondents who provided information on at least three components. The remaining three SES components, father's education, mother's education, and parents' income were modified slightly so that base-year and first follow-up questions would be comparable and at the same time scalable. Then, each of the five components was standardized. Missing components were imputed by using the appropriate component mean of the subpopulation of which the respondent was a member. The subpopulations were defined by cross classifying race, high school program, and aptitude. If one classification factor was missing for a respondent, then the

remaining two factors were used to define a subpopulation. If two factors were missing, then the remaining factor was used. If a respondent could not be classified on any variable, then no components were imputed. An SES score was computed by averaging the available standardized components. However, in order for an SES index to be computed, the respondent had to have at least two components available. The continuous SES index was then divided into three categories: lower quartile, middle two quartiles, and upper quartile. The cutting points defining the lower and upper quartiles were based upon the SES index estimated using sample weights. Since low SES respondents were oversampled, it would be expected that more than 25 percent of the sample respondents would fall into the lower quartile. The number of respondents in the three SES categories were: low quartile (6,423), middle two quartiles (9,635), and upper quartile (4,686). There were 616 respondents who could not be classified in respect to SES.

The NLS sample was a national probability sample and contained 4,483 respondents from the Northeast, 5,541 from the North Central, 7,691 from the South, and 3,635 from the West. Every respondent was classifiable in respect to geographic region. The states included in each region are listed below.

(1) Northeast (Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, and Pennsylvania)

(2) North Central (Ohio, Indiana, Illinois, Michigan, Wisconsin, Minnesota, Iowa, Missouri, North Dakota, South Dakota, Nebraska, and Kansas)

(3) South (Delaware, Maryland, District of Columbia, Virginia, West Virginia, North Carolina, South Carolina, Georgia, Florida, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, Louisiana, Oklahoma, and Texas)

(4) West (Montanta, Idaho, Wyoming, Colorado, New Mexico, Arizona, Utah, Nevada, Washington, Oregon, California, Alaska, and Hawaii)

Appendix B

RELIABILITY OF THE ESTIMATES

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RELIABILITY OF THE ESTIMATES

The procedure used to estimate percentages in this survey involved the application of sample weights to allow unbiased estimates of national parameters. The weights were calculated as the inverse of sample inclusion probabilities for all students sampled, and were adjusted for nonresponse of the sample members. The sum of the individual weights was thus an estimate of the total number of the 1972 high school seniors in the United States.

Since the estimates are based on a sample, they may differ somewhat from the figures that would have been obtained if the entire population of the 1972 high school seniors were surveyed using the same survey procedures. As in any sample survey study, the results obtained from samples are therefore subject to sampling error as well as response errors and data processing errors.

The standard error is primarily a measure of sampling variability; that is, it reflects the variations that occur by chance because a sample rather than the entire 1972 high school class was surveyed. By referring to a statistic's standard error, one may infer in probability terms how close the sample value is to the population value and, consequently, how confident one may be in making inferences concerning a population parameter. For example, one may claim that the chances are about 68 out of 100 that an estimate from the sample would differ from the population value by less than the standard error, that the chances are about 90 out of 100 that the sample value would differ from the population value by less than 1.6 times the standard error, and that the chances are about 95 out of 100 that the difference between sample and population values would be less than twice the standard error.

This appendix can be used to estimate the standard error of percentages presented in the tables of this report. The standard error for a percentage is approximately a function of the sample size, the estimated percentage, and the subpopulation for which the estimate is to be made.

Knowing these three values, the reader can refer to the table and determine the approximate standard error. Surrounding the estimated percentage by plus and minus 2 standard errors will yield an interval in which the population percentage would fall 95 out of 100 times if the exact same sampling and estimation procedure was repeated indefinitely.

Example 1. Table 1 on page 9 shows that, in the fall-winter 1973, an estimated 64 percent of the nation's high school senior class of 1972 were working. The sample size is above 20,000. In Table B.2, one can see that the generalized standard error for an estimated percentage of 64 percent based upon a sample of 20,000 students is approximately .41 (A closer approximation may be obtained by linear interpolation between the tabled values.) Using .41 percent as the standard error of the estimated percentage, we would conclude that there is a 95 percent chance that the actual percentage of students working in fall-winter of 1973 was in the range of

$64 \pm (2 \times .41 \text{ percent})$, or between 63.18 percent and 64.82 percent.

In order to compare two subpopulation percentages, $d = P_1 - P_2$, the standard error of the difference may be approximated by taking the square root of the sum of squares of the two generalized standard error as found in Table B.2. This approximation will be a safe or conservative one for many variables. 1/

Example 2. The difference between the estimated percentage of whites and blacks in working in the fall-winter 1973 is estimated to be 7.41 percent (65.55-58.14) from Table 1 on page 9. Since these estimates are based upon sample sizes of about 15,000 and 2,700 students (see Table B.1), respectively for whites and blacks, their generalized standard errors are found from Table B.2 to be about .46 and 1.30, respectively. The generalized standard error of the difference is estimated to be 1.38; i.e.,

$$1.38 = \sqrt{(.42)^2 + (1.30)^2}.$$

1/ The standard error of the difference is equal to S. E. $(P_1 - P_2) = \sqrt{\text{var}(P_1) + \text{var}(P_2) - 2\,\text{car}(P_1 - P_2)}$. In comparing two subclasses of students, the covariable term tends to be positive because of the positive correlation caused by the sample clustering of about 18 students per school. This positive correlation tends to reduce the standard error of the difference.

Table B.1

ACTUAL SAMPLE SIZES OF KEY GROUPS*

Group	Sample Size
Total	21350
Sex	
Male	10463
Female	10841
Race	
Black	2739
White	15272
Hispanic	852
Ability	
Low	4392
Middle	6600
High	3890
Socioeconomic Status	
Low	6423
Middle	9635
High	4686
High School Program	
General	7492
Academic	8511
Voc-tech	5148
Region	
Northeast	4483
North Central	5541
South	7691
West	3635

* The sum of subgroup sample sizes is not necessarily equal to the total sample size because of some missing cases or because some other subgroups are not included.

Item response rates for the First Follow-Up Questionnaire vary from item to item, depending on the nature and complexity of the questions. Most of the questions involved in this report were key questions, and the response rates for these questions were generally high. A 90 to 95 response rate is sufficiently accurate in estimating the actual sample size.

Table B.2

APPROXIMATE STANDARD ERROR OF ESTIMATED PERCENTAGE

Estimated Percentages	Sample Size for Base of Percentage										
	100	250	500	1,000	2,000	4,000	6,000	8,000	12,000	16,000	20,000
1% or 99%	1.0	0.7	0.5	0.34	0.24	0.17	0.14	0.12	0.10	0.09	0.08
5% or 95%	2.4	1.5	1.1	0.78	0.56	0.40	0.33	0.29	0.24	0.21	0.18
10% or 90%	3.4	2.2	1.5	1.11	0.79	0.57	0.47	0.41	0.33	0.29	0.26
20% or 80%	4.6	2.9	2.1	1.51	1.08	0.77	0.63	0.55	0.45	0.40	0.35
30% or 70%	5.3	3.4	2.4	1.75	1.25	0.89	0.74	0.64	0.53	0.46	0.41
50%	5.9	3.8	2.7	1.93	1.38	0.99	0.81	0.71	0.58	0.51	0.45

Note: These values are generalized and approximate values of se(p), based on averages of many calculated sampling errors of NLS estimated percentages.